

Enhancing Education Inclusiveness

Fouz Abuzaid

University of Iowa

Abstract

Demographic shifts have seen schools become more diverse based on the language, culture, and race of students. Consequently, it is important that an atmosphere is created in which students feel they have equal opportunities, respect, and value as their peers. In detail, schools need to be committed to developing an environment that illustrates shared values of respect, fairness, equality, and inclusion. An inclusive school policy should demonstrate the institution's commitment to valuing diversity, advancing equality, and best practice. Inclusive policy needs complimentary leadership, such as distributed, culturally responsive, and social justice leadership to positively impact the school culture. A principal's position in a school is an important characteristic in the implementation of inclusive policies. However, the school leadership should integrate education leadership models based on the context of the institution. Such integration will lead to sustainable development and implementation of inclusive policies in schools.

Keywords: school inclusion, education inclusiveness, school climate, school environment, school leadership, school policy, education policy

Introduction

Demographic shifts have seen schools become more diverse based on the language, culture and race of students. Consequently, it is important that an atmosphere is created in which students feel they have equal opportunities, respect, and value (Ainscow *et al.*, 2012). This is what is commonly known as inclusion. Inclusion is about allowing marginalized students to be actively involved in the whole academic experience including curriculum stipulated in the education program. A valid culturally responsive pedagogy addresses the factors that hinder students from obtaining a quality education (Rodriguez & Hardin, 2017). Diversity should not be seen as a problem that needs to be fixed but an opportunity for enriching and democratizing learning (Howard, 2007). Diversity can act as an innovation catalyst and benefit learners based on their home circumstances and opportunities. In order to achieve this, education leaders need to spearhead the development of inclusion policies that will promote the implementation of suitable leadership models. The policies should ensure that learning and teaching are student-centered and inherently spontaneous when moved from the classroom to the larger community. Policies based on suitable education leadership models will turn the diverse groups into collaborative units. In turn, the synergy effect created in teams translates to impacts beyond the school level (Howard, 2007). The purpose of this paper is to investigate the impact of adopting inclusive school policy and determine the

best leadership style that principal should use to implement inclusion and positively enhance the school climate.

Inclusive Education

The 21st century is characterized by young people living in diverse cultures. Consequently, schools need to be committed to developing an environment that illustrates shared values of respect, fairness, equality, and inclusion (Powell, 2012). These values should be implemented in a manner that allows for their reliability beyond the school. These values should be embedded in school policies and encourage the schools to celebrate and recognize differences within the culture of fairness and respect, which should aim at meeting the needs of each student (Powell, 2012).

Policy implementation needs stakeholders' collaboration to go beyond the school. Precisely, the staff, families, and children should ensure that equality and inclusion are themes in all their activities. The inclusive school policies should promote positive behaviors and attitudes towards diversity and equality (Powell, 2012). It should also enhance understanding of diversity and equality of the ethos and school curriculum. Furthermore, the implementation of policies should help the schools to meet the stipulated aims and fulfill their legal obligations. Inclusive education should not focus only on children and adults with special needs, but should integrate everyone in schools (Powell, 2012). The implementation process should conform to the equality policies and the global human rights standards stipulated in the Human Rights Act 1998, from the

United Nations Convention on the Rights of People with Disabilities and the United Nations Convention on the Rights of the Child (Powell, 2012).

Research Purpose

Currently, school systems are facing increased pressure to raise actual standards, broaden curricula, develop personal and social skills, prepare young individuals for the rapidly changing world and pay more attention to equal educational opportunities. It is a modern trend across the globe as educational stakeholders are being pushed to address plights affecting students (Jacob & Olisaemeka, 2016). Inequality of various forms is the main issue that prevents schools from realizing progress and equipping children with required knowledge and skills. Inclusive education, especially in developing countries, is a right approach for serving students of diverse cultures, and backgrounds (Jacob & Olisaemeka, 2016). The research purpose is to provide parameters and advantage of creating inclusive school environment. Furthermore, the paper investigates better leadership approaches to effectively provide school policy that enhance education inclusiveness.

Research Questions

- What is the importance of education inclusiveness?
- How to effectively enhance education inclusiveness?
- What limitations challenge effective school inclusiveness?
- What leadership approaches could be applied to enhance inclusion?

Research Methodology

The research mainly focused on previous studies toward school inclusiveness and leadership styles.

Literature Review

Inclusive education is supposed to welcome and support diversity among learners and should not be based on any demographic shifts. Socialization in the classroom should be promoted because it is at this stage that students have the chance of interacting with peers. Moreover, this aspect is based on tenets of human rights, equity and social justice (Jacob & Olisaemeka, 2016).

Inclusive education is majorly focused on removing and minimizing barriers to participation, access and learning for all students, notably those who are discriminated against because of their religion, ethnicity, disability, gender, or social class (Jacob & Olisaemeka, 2016). It is also about conferring students with equitable opportunities to acquire efficient educational services with the required support services and supplementary aids. The objective is to prepare students to become productive in the future.

Jacob and Olisaemeka (2016) posit that inclusive education is more of a program that integrates all individuals with or without difficulties, to learn together in regular schools with the necessary network. The aim of this strategy is not only to eliminate barriers in children, but to enable them to be part of an extensive educational community. Inclusive education also eliminates social exclusion that originates from responses and attitudes to diversity in a wealth,

ability and other significant aspects. Classroom schedules should favor all students regardless of their background or physical disability so that opportunities for their participation is achieved. All these requirements cannot be realized unless schools are transformed to accommodate learners from diverse ethnicities, rural populations, and linguistic minorities (Jacob & Olisaemeka, 2016). The process of accommodating these individuals has the potential of improving their self-esteem and helping them deal with any external obstacles that characterize their lives (Wolfberg & Schuler, 1999).

Establishing an Inclusive School Policy

Before establishing such a policy, school heads have to precisely determine the purpose for creating an inclusive policy. Seven reasons the Community Tool Box (2014) reports are the following, to advance students' well-being; to enhance schooling; to meet the needs of certain groups; to positively change school culture; to protect students from danger; to protect students' rights; and to meet a perceived community requirement. In order to meet minority group needs, achieve equality, and to enhance the school climate for all students to be culturally responsive, inclusive school policy should demonstrate the institution's commitment to valuing diversity, advancing equality, and good practice. It should aim at developing a fairer society within the school. In other words, it should give an opportunity to everyone and ensure that all have the option of engaging in any of the activities in school and in the society. Policy should be based on the equality of opportunity that ensures the

group of interest is protected from discrimination (Vlachou, 2004). Similarly, diversity entails valuing and recognizing differences. It is a platform in which all are respected.

Equitable school policy should be an accessible and modern statement of inclusion and anti-discrimination protects the students against unfair treatment (Vlachou, 2004). The policy should protect individuals against discrimination based on age, disability, gender reassignment, civil and marriage partnership, maternity and pregnancy, race, belief and religion, sexual orientation, and sex (Vlachou, 2004). The nation-discrimination principle in the policy should integrate all the school activities. Some of these activities include exclusion; access to facility, service or benefit; education provision and admissions. In fact, it should make victimizing or harassing a student or applicant unlawful (Vlachou, 2004).

According to Vlachou (2004), the policy aims to advance opportunities for students beyond the school and should have three main elements. The elements are elimination, advancement, and enhancement. The policy should aim to eliminate victimization, harassment, and discrimination. It should aim to advance equality between the protected and the non-protected. Furthermore, the policy needs to enhance good relations between the protected and the non-protected (Vlachou, 2004).

An inclusive school policy that enhances diversity and equality must consist of eight key principles (Vlachou, 2004). First, all learners have equal value despite their gender identity and gender, race, belief or religion, or sexual orientation. However, this does not lay the basis for treating everyone the same since some people need extra help to have the same outcomes and opportunities. Second, schools should recognize value and respect difference and consider diversity to be a strength. The principle calls for the elimination of disadvantages and barriers that people might face based on their sexual orientation, faith or belief, religion, gender, ethnicity, and disability. The policy should consider diversity to be the strength that needs to be celebrated and respected by all that visit, teach and learn in the institution. Third, another important aim of the policy is that it enhances positive relationships and attitudes. It should seek to promote mutual respect and positive attitudes between distinct communities and groups. Fourth, the policy should foster a common sense of belonging and inclusion. It should ensure that all the school community members have a feeling of belonging to the institution and the wider community. It is crucial that the policy ensures that all the students feel respected to enhance their participation in school life. Fifth, the policy should ensure that the school staff observes the practices of good equality. In other words, it should ensure that the procedures and policies benefit all the employees and even the potential ones. Furthermore, it is essential that the policy benefit them in all the areas of work including promotion, recruitment,

and professional development. Sixth, the policy should always enhance the level of expectation given to the children. Specifically, it must maintain that all students can have great progress and attain or achieve their highest potential. Seventh, the policy should focus on raising the pupils' standards, more so, the most vulnerable. In the event that quality of education is improved for the vulnerable groups of students, standards will be raised in all the schools. Lastly, the policy should challenge stereotyping and prejudice. In detail, it must report and challenge all aspects of prejudice including bullying, homophobia, and racism (Vlachou, 2004).

Parameters and Advantages of Effective Inclusive Education

Besides adopting a reputable leadership protocol for a school when implementing an inclusive school policy, specific parameters need to be apparent (Jacob & Olisaemeka, 2016). For example, students with special needs and marginalized groups need to have friends and feel accepted in the classroom. It is a support system that helps them to progress in an academic sense and give them some level of confidence within the school environment. Some observers also believe that it is essential to document and monitor the characteristics, number and geographic location of students who need to be part of such programs (Jacob & Olisaemeka, 2016). The number of specialists who can support the related instruction measures also needs to be recorded.

Specific principles need to be upheld when implementing inclusive education policies. These include cooperative learning practices, special

education support to mainstream education, collaborative efforts from educators and appropriate grade and age placement (Jacob & Olisaemeka, 2016). Further, schools that want to introduce this program should have the following features: a shared framework, general educator ownership, family involvement, definitive role relationship among professionals, the presence of procedures for evaluating the effectiveness and efficient use of support staff (Jacob & Olisaemeka, 2016). The role of school heads is to confer the adequate supervision so that these aspects are appropriately introduced into the educational system, and set goals are achieved.

The most fundamental object that needs to be attained is ensuring all staff within the educational institution alter their discriminatory attitudes and able to understand students' cultures (Cole,2008). According to Cole (2008) educators sometimes misinterpret the actions of poor and minority students because they do not comprehend the cultures they come from. That is considered a main problem that increases the rate of students' suspension in minority groups (Cole, 2008). It has been noted that the perception of educators is one of the most significant factors that influences the process of adopting an inclusive education policy. For school leaders to alter the attitude of teachers, they need to initiate education programs that instruct teachers about the program and the groups of students they are supposed to benefit (Jacob & Olisaemeka, 2016). Moreover, schools need to be well-equipped to cater to all requirements and deliver quality education to all students. It means that educators need to work together to create

a balanced curriculum that is appropriate and accessible for all categories of children. According to Cole (2008) the key features of beneficial instructional approach are:

- Be inclusive, not exclusive.
- Work best in setting with different thoughts and perceptions, not in segregation.
- Emphasis on students working within social circumstances rather than alone.
- Be realistic rather than mysterious.
- Support students to be actively involved in the procedures of their own learning, rather than passively receptive.

The inclusive education policy is a technique that greatly benefits students and teachers alike (Jacob & Olisaemeka, 2016). It has specific social and academic advantages regardless of the demographic status or physical attributes of a child. The students will be able to communicate more with their classmates, exchange ideas concerning relevant things and probably alter their behavior to become more confident individuals (Jacob & Olisaemeka, 2016). An inclusive education policy also promises to expose children to a rich core curriculum, meaning that they get to learn new information and concepts in various disciplines. Several research findings confirm that academic performance is superior or equal to that of students learning in non-inclusive

settings (Jacob & Olisaemeka, 2016). An inclusive classroom guarantees awareness and friendly attitudes and mentality among children; this ensures social cohesion. Students learning in such environments feel less social tension about their respective situations. It is apparent that children who learn in separate classrooms tend to have lower self-esteem; the inclusive education policy addresses this problem (Jacob & Olisaemeka, 2016).

On the other hand, inclusion has decreased standard tests results (Spence, 2010). Spence (2010) assumes that instructional approaches, teacher characteristics, and inclusive collaboration may have had an influence on the result. In inclusive settings, teachers need to work harder and the quality of instruction is negatively affected. Also, teachers are mostly less concerned with advanced and typical students because teachers spend great amount of their time focusing on enhancing lower students' performance in minority groups to meet their peers, which miss the goal of inclusion to include every student equally (Wolfberg & Schuler, 1999). Jeffrey Carlson, an associate provost for undergraduate education and dean of the Rosary College of Arts and Sciences at Dominican University, says "the journey away from exclusion must move beyond mere inclusion and enact a more intrinsically pluralistic first principle for construing education itself-- an epistemology of diversity that informs all educators say and do" (2016).

Namarata, (2011) conducted a study regarding teachers' beliefs toward minorities students. The study observed 35 primary teachers in classrooms settings. Namarata found that teachers expectations are often lower toward marginalized students. It is critical for school principals to address common stereotypical beliefs about disparity and discrimination among teachers. It is important to have inclusive and sensitive teacher training program (Namarata, 2011). With optimal cooperation from the staff, it becomes easier for students to appreciate the strategies being implemented (Jacob & Olisaemeka, 2016).

Children will have a distinct experience when this requirement is achieved.

Obstacles related to inclusive education can be sorted by creating some level of awareness, integrating students' cultures within learning process. Unfortunately, a great deal of emphasis has been put on culture and neglecting the critical role played by incorporation of culture in the learning process (Sleeter, 2012). A school needs to recruit teachers who understand and appreciate the value of inclusion and those that can meet varying demands within the classroom. The bottom line for this approach is to make sure there is equitable access to opportunities in the classroom. Moreover, the focus of teachers is to promote successful outcomes in community integration, employment, and education (Sleeter, 2012).

Education Leadership

Inclusive policy needs complimentary leadership and management to enhance school effectiveness. It is, therefore, important to have an innovative

leadership that links leadership and management. Leadership is the mode of role-playing that focuses on the motivational, attitudinal, and behavioral aspect (Muraru & Pătrașcu, 2017). On the other hand, management entails activities that enhance the efficient and effective use of the institutional resources with the goal of achieving the objectives. School leadership can be defined using three dimensions, that is, vision, values, and influence (Petrescu, 2010). On the contrary, school management looks at the manner in which the institution is managed. It comes from the basic disciplines of political sciences, sociology and general management. A school's management is the function of the executive that aims to implement approved policies (Petrescu, 2010).

Leadership in the educational institutions is difficult due to the complexity of the involved variables, such as school partnerships, educational technologies, school programs, teachers and students (Petrescu, 2010).

Conventionally, the principal held the formal leadership position in schools. Even though the responsibilities and the roles have varied over time in different contexts, the position of the principal is a common feature in the education system (Beatriz, Deborah, & Hunter, 2008). Some have argued that the functions of the principal were designed in different eras and are thus not applicable in the 21st century (Beatriz, Deborah, & Hunter, 2008). This is because the educational problems in the 21st century are different. Even though countries are adopting collaborative and distributive leadership approaches, the

principal is still ultimately accountable for responsibilities (Beatriz, Deborah, & Hunter, 2008).

Discussion

Principals Work Context

Principals work in a variety of school contexts and experience different challenges. For example, contextual factors and school-level differences greatly affect leadership practice. The wider social and institutional context in which principals work affects their practices (Beatriz, Deborah, & Hunter, 2008). The features include the location of the school (whether urban or rural), the background of the students, designation of schools into public and private, school level and school type (Beatriz, Deborah, & Hunter, 2008).

The level of schooling can influence the practices of leadership in an institution. The school level can be divided into secondary, middle, and elementary. In practice, the primary schools are often smaller but with diverse leadership, presenting more challenges compared to the secondary schools. Furthermore, small primary schools give the principals more opportunities to spend time with students in the classroom (Beatriz, Deborah, & Hunter, 2008). They also enable them to monitor the teachers closely. On the contrary, leaders in large secondary schools' influence teaching in a more indirect manner and often rely on the departmental heads and teacher leaders in handling curricular concerns. In most primary schools, principals also play the role of classroom teachers (Beatriz, Deborah, & Hunter, 2008). Consequently, they are able to

envision leadership in a more participative and collegial way. For instance, principals in effective primary schools are more directly involved in issues of instructions compared to those of secondary schools (Beatriz, Deborah, & Hunter, 2008).

Small Workforce, High Responsibility

The capacity building makes an investment in human capital to be cost-effective since leadership quality can influence behaviors, attitude, and motivations of teachers greatly. In addition, it can lead student's improved learning (Beatriz, Deborah, & Hunter, 2008). Given that a small group can have a great impact on each of the teachers and students, principals can serve an important role in making policy for schools' improvement. However, the limited number of principals in the workforce raises concerns. There has been an increase in the workload of school leadership over the past decades (Beatriz, Deborah, & Hunter, 2008). Initially, the job of the principal was limited to the roles of a head teacher and/or bureaucratic administrator. Today the job is newly defined and has more demanding and larger set of roles. In addition to the traditional responsibilities, principals have enhanced managerial and administrative functions, handle human and financial resources, build coalitions and manage public relations, engage in public reporting processes and quality management and provide guidance for learning. Furthermore, the workload of the principals goes beyond an individual thus needs teamwork (Beatriz, Deborah, & Hunter, 2008).

From Principality to Leadership

The principal's position is an important characteristic in a school despite the challenges that it faces (Salisbury & & McGreggo, 2005). Issues like the implementation of an inclusive policy to have a positive impact in and beyond the school, need the support of the principal. It is, therefore, important to retrain and support the school principals if the inclusive policies are to be implemented (Salisbury & & McGreggo, 2005). Indeed most of the principals were hired a long time ago and are working in a changed environment where the methods and tasks of principals have changed. Therefore, the education leadership should focus on enhancing the development of future leaders. In the United States, the hiring of principals occurs after an average of 12 years of service as a teacher, thus principals tend to be older (Hill, Ottem, & DeRoche. 2016). According to Hill, Ottem, & DeRoche "The average age of public-school principals increased from 46.8 years in 1987–88 to 49.3 years in 1999–2000, but then decreased to 48.0 years in 2011–12" (2016, p.7).

Consequently, they need to learn how to embrace the new forms of leadership styles (Beatriz, Deborah, & Hunter, 2008). It important that the quality of the current leadership is improved to ensure sustainability given that the challenges are new in the field. In addition, the workload of the principals should be adequately supported and remunerated. Based on such support, the

leaders will be able to implement the inclusive policies in a sustainable manner (Beatriz, Deborah, & Hunter, 2008).

Conclusion and Recommendations

There are desirable leadership approaches that are recommended to enhance school inclusiveness

Distributed leadership

Today's school need different leadership models depending on school circumstances. Distributed leadership is considered one of the leadership styles that can be used to enhance school inclusion (Harris, 2002). According to Harris " Distributed leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role" (2004, p.14). There are studies that show the successful impact of distributed leadership on enhancing school effectiveness (Harris, 2004). This type of leadership is different from the traditional styles and has its own challenges. Distributed leadership is decentralized and transfers some of principals' authorities to other team members. It is a challenge to distribute the development responsibilities and authorities and most important determine who is in charge of distributing. There is also a financial barrier. Principals need to support staff who handle leadership responsibilities (Harris, 2004). They should be motivated by providing them with adequate incentives and rewards. It will be

critical to guarantee that distributed leadership is not confusing. Rather, it suggests a social distribution of control where the administration work is extended over and crafted by various people and where the authority assignment is refined through the cooperation of leaders (Harris, 2004).

Culturally Responsive Leadership

In culturally responsive leadership, principals are responsible for enhancing school climate inclusive of minority groups (Khalifa, Gooden & Davis, 2016). Reformers in the education realm have claimed that school leadership is a critical element in the process of reforming education norms in several settings (Khalifa, Gooden & Davis, 2016). It has also been suggested that teachers can decide to leave schools when they notice ineffective leadership in the workplace, especially in urban educational environments characterized by diversity. Stakeholders recommend for the development of effective leaders who can manage the process of acquiring and retaining the best teachers for students who have been marginalized in any way. Such leaders should be in a position of sustaining and promoting a stable environment that can attract, support and maintain the development of educators (Khalifa, Gooden & Davis, 2016). Moreover, a good leader must have an understanding of the importance of having culturally aware and responsive teachers who are willing and prepared to work with children from different racial groups. It is a fact that in most settings, poor children and those coming from minority ethnic groups are

taught by inexperienced teachers (Khalifa, Gooden & Davis, 2016). It is necessary for leaders to have the ability to respond to culturally or minoritized unique school contexts, the same way teachers respond to diversity in the workplace. It is important for a principal to be culturally responsive because culturally responsive leaders advance and promote a climate that makes the whole school friendly, inclusive, and accepting of all students (Khalifa, Gooden & Davis, 2016).

Social Justice Leadership

Inclusion starts with school heads and is related with a social justice responsiveness of problems of marginalization (DeMatthews & Mawhinney, 2014). In this leadership model, principals guide their leadership vision and practices toward supporting equality and respect for all students regardless of their social status, ethnicity, religion, sexual orientation (Theoharis, 2007). According to Theoharis (2007), the job of leading for social justice is not easy, principals face resistance in order to change school climate. Principals should implement plans, to deal with the resistance they meet. Creating a space to struggle with evolving resistance can offer upcoming principals the opportunity to be prepared of the challenges they will face and address proactively problems of tension that can influence social justice leaders (Theoharis, 2007). Social justice leaders should be able to identify the marginalization of a group.

Principals involve in continuing procedure to reject inequalities. When school

leaders take action to create more inclusive environment for students, they change culture to identify and reorganize resources to better enhance marginalized students (DeMatthews & Mawhinney, 2014). School heads who encourage inclusion can impact school climate by cooperating morals, sharing views, demonstrating actions, offering cares, and determining issues and fears related to inclusion (Lewis & Doorlag, 2003).

The history of ending discrimination can be traced back to the affirmative action suggested by former United States President, John Kennedy (Ng & Wyrick, 2011). He issued an executive order which outlawed the segregation and discrimination practices in employment situations. It was a move that allowed people to efficiently sue employers when they noted any incident of favor during the process of promotion or hiring. Later on, in 1972, the Equal Employment Opportunity Act was implemented, which expanded on the previous law which required employers to confer reports of their employment plans. It was an indirect remedy to address the issue of inequality (Ng & Wyrick, 2011). President Reagan's administration averted most of these norms and pushed for the effective management of diversity instead of compliance with the stipulated mandates. Through the decades, researchers and scholars alike have been striving to demonstrate the importance of diversity management in all workplaces. According to Hill, Ottem & DeRoche (2016), the percentage of White principals in American public schools declined by seven percent from

87 percent in 1987–88 to 80 percent in 2011–12. However, the rate of Black principals did not show significant change during the same period. The percentage of Hispanic principals increased from 3 to 7 percent. Inclusive education is a practice that entails a wide range of human resource practices like active recruitment, diversity policy statements, compensation, accountability and community support (Ng & Wyrick, 2011). All these are aspects that are crucial in the advancement of minority groups. Inclusive policy should be extended to teachers and leaders too. In 2015, approximately 80 percent of teachers in the United States were white. There are disparities between the racial structure of American students and the racial structure of the American teachers. Research shows that minority students do better in school when they are exposed to teachers of their same race or ethnicity (Figlio, 2017).

The theory of commitment explains the importance of top executive commitment when it comes to dealing with diversity related to demographic shifts in the workplace (Ng & Wyrick, 2011). School leaders can consider adopting this approach because it focuses on increasing diversity and they can exercise discretion on how decision-making processes should be managed. Commitment is considered to be the state where a person becomes bound by his actions and beliefs to purposefully sustain their respective activities and involvement in a given endeavor (Ng & Wyrick, 2011). Thus, commitment is multidimensional and can take varying forms. Three forms of commitment can

be considered: compliance, identification, and internalization (Ng & Wyrick, 2011). Compliance is more about setting the right attitude and behavior based on not only upheld beliefs but also to attain specific rewards. Identification is concerned about the involvement of a leader on the desired affiliation. Finally, internalization happens when the process of involvement is predicated on the context of organizational and individual values (Ng & Wyrick, 2011). All these concepts can be applied in a workplace scenario so long as there is a resolute outcome or behavior and the leader can exercise a level of discretion concerning their efforts (Ng & Wyrick, 2011).

The stakeholder management theory reiterates that leaders tend to behave in either normative or instrumental ways. Seemingly, the main difference between these two concepts can be elaborated regarding morals, choice and economic responsibility perceived by an individual (Ng & Wyrick, 2011). The important perspective insists that leaders are majorly concerned with attaining set objective and pursuing defined norms that are socially desirable so that they achieve success (Ng & Wyrick, 2011). The normative basis of the theory posits that leaders should focus on identifying philosophical or moral guidelines in the process of managing and operating organizations. A school principal who adopts and practices this theory should not be committed to financial aspects, instead they must tailor their minds into doing the right thing, even in situations where their decisions might counter corporate expectations (Ng & Wyrick,

2011). An education institution with such a leader can motivate teachers and students alike to embrace ethical expectations when it comes to dealing with demographic diversity (Ng & Wyrick, 2011).

Another motivation factor that can be considered by school heads is concerned with affective commitment. Individuals always strive to identify themselves and express some level of patriotic benevolence (Ng & Wyrick, 2011). For example, people working in the public service are motivated to work because of their genuine conviction to serving the population and doing good. The concept of patriotism of benevolence is a representation of a person's emotional and moral state. An individual should be committed to achieving set goals, while being motivated by legitimate justifications instead of instrumental reasons. Affective commitment as a leadership aspect pushes leaders to be devoted to issues pertaining diversity because of personal identification or just because of their convictions to do good (Ng & Wyrick, 2011). A school principal will always be cognizant that they will be judged based on their effectiveness as a leader. Some sense of self-worth is consequently derived from their records of accomplishments and contributions in the workplace. Leaders want to be remembered and recognized because they identified policy or plan they instituted. The personal search for such achievement and meaning in their endeavors should be a motivating factor to implement diversity-related policies (Ng & Wyrick, 2011).

The issue of discrimination due to demographic shifts and other issues confirms related problems affecting most educational institutions. For instance, public schools face challenges that include a shortage of funds, resources and facilities, understaffed schools, oversized classrooms and low achievement levels of students (Truscott & Truscott, 2005). Principals will in most cases shift their attention and efforts to address such concerns in their practice, such as increasing students' scores. The government always wants to witness results and progress based on student academic achievement data rather than measuring the quality of school climate (Cohen, Pickeral, & McCloskey, 2008). A threat that looms is demotion or withdrawal of employment contract for school heads. Consequently, school principals will prefer to manage schools and achieve other objectives rather than focus on dealing with diversity challenges. According to Cohen, Pickeral, & McCloskey (2008), there is a need to adopt school climate data to determine school effectiveness. School climate should be evaluated by using surveys that consider to be inclusive in two ways: (1) identifying school personnel voice including students' teachers and parents and (2) measuring all the scopes that form the procedure of teaching and learning. Although there are hundreds of school climate surveys today, there are few that meet these two criteria. (Cohen, Pickeral, & McCloskey, 2008).

The next generation of school leaders should be trained differently.

Principals need new training to be inclusive and responsive to changing student

population. Lasting improvements will be based on the leadership models that the principals decide to engage in as leaders during the implementation of the inclusive policies. Furthermore, the inclusive and leadership policies need to be contextualized (Beatriz, Deborah, & Hunter, 2008). There is no particular leadership model that can be easily transferred across system-level and school-level contexts. The context in which the school functions may limit the ability of the leaders to maneuver. On the other hand, it might provide opportunities for the development of different leadership models. Therefore, approaches to the leadership policies in schools should be based on the school context. Ultimately, further research is required in order to obtain comprehensive measures to effectively assess and enhance school climate.

References

- Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2012). Making schools effective for all: Rethinking the task. *School Leadership & Management*, 32(3), 197–213.
- Beatriz, P., Deborah, N., & Hunter, M. (2008). *Improving school leadership, volume 1 policy, and practice: Policy and practice* (Vol. 1). OECD Publishing.
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). London: Sage.
- Bush, T. (2015). Organisation theory in education: How does it inform school leadership? *Journal of Organizational Theory in Education*, 1(1), 35–47.
- Carlson, J. (2016). Against being inclusive. *Liberal Education*, 101(1).

Cohen, J., Pickeral, T., & McCloskey, M. (2008). The challenge of assessing school climate. Association for Supervision and Curriculum

Development. 74 (8). Retrieved from

<http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx#.WuPs411ZXJA.email>

Cole, R. W. (2008). *Educating everybody's children: Diverse teaching strategies for diverse learners*. ASCD.

Community Tool Box (2014). Changing policies in schools. *Implementing Promising Community Interventions*. University of Kansas. Retrieved from <https://ctb.ku.edu/en/table-of-contents/implement/changing-policies/school-policies/main>

DeMatthews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequities. *Educational Administration Quarterly*, 50(5), 844–881.

Figlio, D. (2017). The importance of a diverse teaching force. Brookings.

Retrieved from <https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>

Harris, A. (2002). Effective leadership in schools facing challenging contexts. *School Leadership & Management*, 22(1), 15–26.

- Harris, A. (2004). Distributed leadership and school improvement: Leading or misleading? *Educational Management Administration & Leadership*, 32(1), 11–24.
- Hill, J., Ottem, R., & DeRoche, J. (2016). Trends in Public and Private School Principal Demographics and Qualifications: 1987–88 to 2011–12. Stats in Brief. NCES 2016–189. *National Center for Education Statistics*.
- Howard, G. R. (2007). As diversity grows, so must we. *Educational Leadership*, 64(6), 16.
- Iwaki, H., & Osaki, Y. (2014). The dual theory of the smooth ambiguity model. *Economic Theory*, 56(2), 275-289.
- Jacob, U. S., & Olisaemeka, A. N. (2016). Inclusive education in the 21st century: Parameters and opportunities for learners with special needs. *European Scientific Journal*, 12(1), 188-196.
doi:10.19044/esj.2016.v12n10p188
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272–1311. doi:10.3102/0034654316630383
- Lewis, R., & Doorlag, D. (2003). Teaching special students in general education classrooms (6th ed.). Upper Saddle River, NJ: Merrill.
- Mooney, D. K., Burns, D. J., & Chadwick, S. (2012). Collegial leadership: deepening collaborative processes to advance mission and outcomes. A

Collection of Papers on Self Study and Institutional Improvement 2012, 143-147.

Morrell, K., & Hartley, J. (2006). A model of political leadership. *Human Relations*, 59(4), 483- 504.

Muraru, P. D. & Pătrașcu, S. E. (2017). Management Models and School Leadership. *The Journal Contemporary Economy*, 2 (4), 125-130.

Namrata. (2011). Teachers' beliefs and expectations towards marginalized children in classroom setting: A qualitative analysis. *Procedia - Social and Behavioral Sciences*, 15, 850-853.

Ng, E. S., & Wyrick, C. R. (2011). Motivational bases for managing diversity: A model of leadership commitment. *Human Resource Management Review*, 21(4), 368-376. doi:10.1016/j.hrmr.2011.05.002

Petrescu, I. (2010). The Leader's Professional Environment. *Review of General Management*, 13(1), 5-22.

Pielstick, C. D. (2000). Formal vs. informal leading: A comparative analysis. *Journal of Leadership Studies*, 7(3), 99-114.

Powell D, D. (2012). A review of inclusive education in New Zealand. *Electronic Journal for Inclusive Education*, 2(10), 4.

Rodriguez, J., & Hardin, S. E. (2017). *Culturally responsive teaching to support all learners*. What Really Works with Exceptional Learners, 100.

Salisbury, C., & McGregor, G. (2005). Principals of inclusive schools. *National Institute for Urban School Development. On Point Series*.

Spence, R. S. (2010). The effects of inclusion on the academic achievement of regular education students.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational administration quarterly*, 43(2), 221-258.

Tsai, Y. (2011). Relationship between organizational culture, leadership behavior and job satisfaction. *BMC health services research*, 11(1), 98.

Vlachou, A. (2004). Education and inclusive policy-making: Implications for research and practice. *International Journal of Inclusive Education*, 8(1), 3-21.

West, M., & Harrison, J. (1989). Subjective intervention in formal models. *Journal of Forecasting*, 8(1), 33-53.

Wolfberg, P.J., & Schuler, A.L. (1999). Fostering peer interaction, imaginative play and spontaneous language in children with autism. *Child Language Teaching & Therapy*, 15, 41-52.

Sleeter, C. E. (2012). *Confronting the marginalization of culturally responsive pedagogy*. *Urban Education*, 47(3), 562-584.